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ABSTRACT

This paper is the result of a limited analysis of the WICHE internship program directed by the Urban Studies Center at Portland State University, Portland, Oregon. The methodology used for analyzing the internship program was carried out primarily through the use of 2 questionnaires. One was used for the interns and the other for information-gathering from the agencies in which interns had been placed. Both intern and agency reported feeling that the program is worthwhile. The agency considers the program valuable because: (1) information for decisionmaking can be gathered cheaply; (2) technical staff, not otherwise available to the agency, is provided; and (3) a link between the agency and the academic community is formed. The student intern finds the worth of the program in: (1) the personal satisfaction of working in agencies that deal with the betterment of a community; (2) the remuneration that the intern receives; (3) the increased knowledge acquired in one particular area of study; and (4) the increased capability of investigating all other study areas. It was felt that improvement and increased numbers of staff are needed in the field and the WICHE offices in order to maximize the success of the program. (Author/HS)

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Evaluation of the WICHE Intern Program in the State of Oregon

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by
Carl Goebel

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Resources Development Internship Program
Western Interstate Commission for Higher Education

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The ideas and opinions expressed
in this report
are those of the author.
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EVALUATION
of the
WICHE INTERN PROGRAM
in the
STATE OF OREGON

Carl Goebel

February 1972

Portland State University
Urban Studies Center

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Preface

Since the following report seems to express rather accurately some of the strengths and most of the weaknesses of WICHE's Resources Development Internship Program, we plan to give it very general circulation. If we cannot recognize our shortcomings and try to rectify them, and if we did not believe in the value of our program in spite of our shortcomings, then we should not long survive. By the same token, we feel that those who work with us and those who provide us with funds have a right to know our limitations.

We feel that it is important to point out that most of the shortcomings and limitations referred to in the following report have resulted from insufficient staff either at the WICHE offices or in the field; Mr. Goebel's recommendations, appropriately enough, call for increases in staff or reallocations of staff time at all levels. This is a painful but accurate observation; we have opted for limitations on staff expenditures in order to reduce our per-unit intern cost and to attract enough funding to maintain any program at all through WICHE. If, as a result of this report, our grantors can see the wisdom of supporting an intern program of adequate size and sufficiently large staff, we would be very gratified.

However, some of our apparent limitations are the result of conscious policy decisions (as some are admittedly the result of my own errors in judgement.) One of these conscious decisions is our refusal to nursemaid

either interns or sponsors. We devote considerable time to helping sponsors complete a process of planning their intern projects as well as recruiting students for those specific projects. But once the intern begins working with his sponsor, we have found it very unwise for us to become involved in attempting to solve their problems unless they reach a truly critical stage. We know that the interns are usually under significant stress; but we also know that interns tend to identify with our staff much more readily than with their sponsors, given the opportunity. Therefore, if we attempt to solve routine problems there is a very real danger that the intern will consider us, rather than his sponsor, to be the source of authority for his activities. Since this situation quickly leads to a decay in the intern-sponsor relationship, we avoid it like the plague.

We would like to express our sincere appreciation to Mr. Goebel for the energies he has devoted to his work as an intern, and especially for his insightful criticisms. We feel that his work, and the concrete changes that will be made as a result of it, reflect a measure of how effective interns can be. We also appreciate Mr.Goebel's documentation of Page 3 that we are at least accomplishing our objectives in the eyes of those whose opinions we value the most -- the interns and sponsors who participate in our program.

Robert S. Hullinghorst, Director

Resources Development Internship Program
Western Interstate Commission for Higher Education

INTRODUCTION

This paper is the result of a limited analysis of the WICHE internship program directed by the Urban Studies Center at Portland State University, Portland, Oregon. (Throughout this paper I will refer to the Urban Studies Center by the initials USC.) The USC administers the WICHE Internship Program for all of Oregon and Southern Washington.

In the past three summers the following number of applicants have been placed:

1969 1
1970 14
1971 15

These applicants were placed in the following number of public institutions:

1969 1
1970 10
1971 11

The methodology used for analyzing the internship program was carried out primarily through the use of two questionnaires. One was used for the interns and the other for information-gathering from the agencies in which interns had been placed. While this writer would have preferred to gather all the information from each agency and each intern through an interview process, the fact that the agencies and interns were widely dispersed and that some interns had moved from the study area precluded the possibility of doing this. It was, therefore, necessary to use both interview and mailing techniques. These categories are maintained in the tables at the end of this text (so that the results can be better analyzed).

There is one other breakdown of data listed in the tables in the appendix. This writer felt it necessary to separate those people who were interns in 1970 from those in 1971. The reason for this is that the administrative procedures used by the USC in 1970 were significantly different from those used in 1971. From a purely personal standpoint this writer feels that the procedures used in 1970 were far superior to those used in 1971. The major differences are that in 1970:

1) An active search was carried out for organizations in which to place interns;

2) A greater attempt was made to elicit student response in the form of applications to the program;

3) A meeting was called by USC in 1970 at the beginning of the summer to explain to the students the workings of the program and to introduce them to their immediate superior in the organization in which they had been placed;

4) A field representative was assigned to keep in contact with the interns and agencies so that problems could be solved without disrupting the intern's work schedule.

While it is true that the number of applications by students did not fall in 1971, it is also true that they did not increase significantly. Furthermore, in 1971 applications by agencies were only solicited when the required quota had not been met and only then from the list of possible agencies compiled in 1970. This indicates a lack of initiative in attempting to find the best possible student for the most worthy project possible.

In addition, no orientation or attempt was made to indicate to either the student or the agency what their responsibilities were with respect to each other or to WICHE in 1971. Several of this year's (1971) interns told me that they did not know what to expect from the program. All they knew was that they had been accepted by a certain agency to carry out a certain project in some location. They did not know who was to be in charge of the program at the agency, how they were to be paid, when they would receive travel allowance, what quality of report was expected, who had the responsibility for having it printed, who would pay for the printing, or any number of other small problems which come up in the process of trying to get two people who do not know each other to put forth a joint effort to satisfy a third party.

While it is true that most of these details are answered in the information sent to both student and agency by WICHE, it was incorrect on the part of USC to assume that:

1) the student or agency has received the printed material in light of the fact that the USC had no first person knowledge that the material was actually sent and received;

2) that the individuals involved would actually bother to read the material. The fact is that in some cases neither the intern nor the agency had read or understood the material. In some cases neither of them knew that there was such a thing as a Project Committee that could be contacted if there were administrative failures (WICHE or USC), and was responsible for furnishing a basic resource base to the student, or various other details to which <u>The Handbook</u> addresses itself.

By relating some of the administrative errors which occurred in 1971 I do not mean to imply that the program was not given a good reception by either intern or agency, nor that the results were unsatisfactory. On the contrary, it seems that the overall reception of the program has been very good on the part of both the intern and the agency.

On the part of the agency, the reception of the program is best demonstrated by the fact that some agencies are building the internships into their budgeting process. This is a strong indication that the agency considers past interns well qualified and the reports made by these interns a positive contribution to the agency. This feeling is further demonstrated by the fact that no agency made a negative statement about any of the reports completed by interns. It may, however, be too early to judge the results of the internship program through the studies themselves and the impact that they are having on the community requesting the study. Many agencies told me that the work that the interns had done was preliminary in nature and that before anything concrete could come of it, second and third level studies would have to be made by the agencies' staffs or future interns.

On the part of the interns, their satisfaction is demonstrable by the responses they gave when they were asked if, in retrospect, they would rather have gone to school, taken another job, or just lounged around for the summer. Their answers were unanimously supportive of the WICHE projects. Most of them expressed a strong feeling of satisfaction from having done something which might in some way affect the lives of people.

STATEMENT OF PURPOSE

Both intern and agency, then, feel that the program is worthwhile. The agency considers the program valuable because:

1) Information for decision-making can be gathered cheaply;
2) Technical staff, not otherwise available to the agency, is provided;
3) A link between the agency and the academic community is formed.

The student intern finds the worth of the program in:

1) The personal satisfaction of working in agencies which deal with the betterment of a community;
2) The remuneration which the intern receives;
3) The increased knowledge acquired in one particular area of study;
4) The increased capability of investigating all other study areas.

Even though both agencies and interns feel that the program is worthwhile, there is no reason to believe that it has the greatest social merit. To determine this it would be necessary to compare a social-benefit-to-social-cost ratio of the WICHE Internship Program with the same ratio for all other possible uses of the funds now allocated to the program. This type of analysis is considered infeasible (if not impossible) within the scope of this study. I will, therefore, assume the social merit of the program and concentrate my efforts on some of the areas within the program which can be improved and will suggest some methods by which this can be accomplished.

The three major areas in which I see problems are in the recruitment of individuals and agencies, the selection process which matches intern with agency, and the internal workings of the program.

RECRUITMENT

The first major subdivision that must be made is to separate the recruitment of interns from that of agencies.

Intern Recruitment

In the USC area there are three major state universities with over 10,000 students enrolled full-time in each institution. In addition, there are numerous smaller private and public colleges and universities. In total, the USC has not done an adequate job of getting information about the availability of the internships to the potential intern. In both 1970 and 1971 less than 50 of an estimated 60,000[1] total students applied for the positions.

To get a better perspective of what is occurring in the recruitment process of interns, let us look at the results of Tables 1, 2, and 3 (see appendix).

Table 1 clearly indicates that interns have primarily been recruited through word of mouth. Only 30% of the interns heard of the program from someone other than a teacher or friend. 35% of the interns heard about the program from a teacher, while another 35% heard of it from friends.

From the data one would be led to believe that teachers are doing a creditable job in transmitting the information about the availability of the internships. This is probably not true. While talking to one student from a small Eastern Oregon college, I asked him how he learned of the internship program. He told me that he had been carrying out an extensive job search for two months prior to the summer, but that he

[1] Estimated total enrollment. However, interns are primarily drawn from the upper division and graduate student ranks.

was unable to find any employment. In desperation he went to the head of his department to see if he had heard of any job opportunities for an upperclassman. At first the head of the department said he had heard of nothing, but after some discussion he remembered the WICHE material that had been sent to him. It was still in the back of the desk drawer where he had put it after receiving it two months earlier.

From this story we can clearly see that sending material to departments within colleges and universities may be, at best, of limited use in the recruitment process. In fact, most of the students who said they had heard of the program from their teachers had actually heard about it from the Program coordinator who was also a teacher.

If we look at Table 3, we get an indication that roughly 40% of the interns had seen a general communication notice on the internship program. Students who had seen or heard of the WICHE program through general communications channels indicated that the form of the communication was invariably the bulletin board. (There was one exception to this: one of the 1970 interns had seen an advertisement in the Portland State University newspaper.)

The 40% figure is, however, misleading. Once again, most of the students who had seen the bulletin board notification saw it at the Urban Studies Center of Portland State University. Only one student from a college or university other than Portland State had seen a poster. It can, therefore, be said that the attempt to contact students through general communications has been less than successful. The reasons for this appear to be:

1) Lack of concentrated effort on the part of USC;
2) Lack of coordination of the many channels of communications available;
3) Lack of interest or concern on the part of the people in colleges and universities to whom the notification is sent.

The inadequacies of the present recruitment techniques are well demonstrated by Table 2. This table clearly shows that students in general are unaware of the internship program. During interviews the students were asked if they had explained or discussed the internship with friends. Most of the interns responded affirmatively. When asked if their friends showed a desire to be an intern, or if they would have taken such a position if they had known about it, the response was always positive. This demonstrates in yet another way the potential for applications to the internship program.

In conclusion, we can say that the single most important method by which interns have been recruited in the past is through other interns. This seems a most unsatisfactory method of conducting a recruitment

drive that has a potential of 60,000+ applicants. Other methods and procedures must be found to achieve maximum feasible participation.

There are four major ways in which communications about the internship program could be made more effective. These are:

1) Making greater use of college newspapers;
2) Personal supervision of the placement of posters on bulletin boards;
3) Contacting student organizations rather than going through official administrative channels;
4) Personal contact with heads of departments and teachers within these departments.

Let us now look to see how each of these channels might be used. Firstly, the use of college newspapers. At a minimal cost an effective campaign could be carried out through advertisements in these papers. This campaign should be directed at the kinds of things which have been mentioned in Table 4, i.e., money, original research, publication, reinforcement of academic work, social benefit, and professional experience. In other words, it would be an "earn while you learn" campaign.

In addition to such advertisements, stories could be generated about past interns which would present the intern's experiences within the program and why he thought it worthwhile. This could be done during the fall term (right after summer break). In this way the interns who returned to their colleges and universities would become known on campus and would serve as a representative of the WICHE program. The attractiveness of this approach lies in the fact that it requires very little time or money and has the further advantage of personal contact (through the intern who story appeared in the college paper) with potential interns.

Secondly, posters must be placed on bulletin boards in colleges and universities by someone associated with the USC. It is obvious that sending posters has limited value. The job simply does not get done. The posters are either filed away for reference or are discarded. We can continue to believe we are communicating with the student and continue this process, or we can directly supervise the placement of posters at those locations in the university which have the heaviest traffic flow of the kinds of students whom we wish to attract.

Thirdly, student organizations, clubs or associations could be contacted, rather than official administrative channels. It seems that too much is assumed when we contact someone on an administrative level: that the information gets to the individual for whom it was intended within that organization. This is especially true when the information goes to an individual who has nothing to gain from passing it on. If a third person is being asked to carry out a task, it should be someone who is close to

the person who will benefit from our service. An administrator has obviously very little to gain by passing on the information about the availability of the WICHE internship project, while an official of a student organization has more to gain and is also closer to the students who may need a job for the summer.

Lastly, personal contact with heads of departments and teachers. While it is probably preferable to approach the problem through the first three methods, it may not be possible to carry them out to the degree that is required for a successful recruitment drive. It may, therefore, be necessary to rely on the previous method of information dissemination, but the process must be changed, since it seems ineffective. If nothing else, the USC would be assured that the administrator had actually received and understood the information that he is to pass on if we initiate personal contacts with the recipients.

Agency Recruitment

The recruitment of agency participation has suffered even more than student participation. In 1971 project proposals were only solicited from agencies to fill a quota and no more. Many of the projects were with agencies which had had interns the previous year. Many agencies were never involved in the competition for the internships.

As indicated by Table 5, agencies as well as interns seem to learn of the program through word of mouth. Almost 50% of the agencies heard of the program from other agencies who had been, or were then involved with the program.

With only one exception all other organizations in either 1970 or 1971 heard about it from the USC. Table 6, however, demonstrates the lack of effectiveness with which USC acted in carrying out the information dissemination campaign. 66% of those supervisors who had directed an internship in 1970 or 1971 did not know of any other agency who knew of the program.

The degree to which a program such as the WICHE internship is desired by agencies is reflected in the results of Table 7. This table shows that after the availability of the internship is made known to an agency, none of them indicated that they would not want to take on an intern, and most of them thought that they would have hired someone to fill such a position. While interviewing intern supervisors, who were generally department heads, I was told that in almost all cases heads of other departments were unaware of the WICHE program. Once made aware of the program, they were sorry they had not been given the opportunity to hire an intern.

As in the case of intern recruitment, we once again see that a serious effort to exploit the potential demand for interns was not made. While

the attempt to exploit this demand was much greater in 1970 than in 1971, the process for agency recruitment was hindered by a lack of manpower. It is the contention of this paper that an administrative intern should by hired by the USC for the six-month period prior to the beginning of summer to contact private and public agencies. It will be the function of this intern to send information and personally contact agencies and sub-agencies which have come to his attention through:

1) the files on agencies which have previously shown an interest in placing an intern;
2) the list of potential agency contacts developed by WICHE;
3) using the phone directories of agencies (such as the phone directory of the State of Oregon Governments) to specifically contact sub-agency level bureaucracies;
4) asking agencies who have had interns, and past interns to make a list of other agencies who may be in the market for an intern.

More specifically, the intern's functions will be to:

1) formulate a list of agencies and sub-agencies developed from the procedures outlined above;
2) send mailings of the availability of WICHE interns along with the necessary forms for an agency to make a project proposal to all the agencies and sub-agencies listed;
3) within a reasonable amount of time a follow-up contact should be made of all those agencies and sub-agencies which have not replied to the initial inquiry. Special personal contact ought to be made of all agencies which were considered prime candidates for a project proposal;
4) be available to the agencies who wish to draw up a project proposal to help them overcome any complications in filling out the forms, meeting their share of the financing of the intern, or understanding various outher administrative parts of the program; and
5) act as a general liaison between the agency and the program coordinator.

In attempting to solicit project proposals the intern should always keep in mind the responses given by agencies in Tables 8 and 9. These clearly indicate that resources, or the lack of them, are the primary concern for even considering the internship program. Any effort to solicit project proposals must emphasize the fact that the internship program makes available to the agency a highly qualified labor force for a limited period of time to carry out a specific project for very little cost to the agency.

THE SELECTION PROCESS

So far we have given indications of how the quality of the internship program can be improved through increasing the number of project proposals and students available to carry out these projects. It is now necessary to determine how to best match the most capable student with the most necessary project proposal.

I am not sure that I can contribute much to this particular area. The reasons for this are:

1) that any determination as to which programs are the most necessary requires a value judgment and this should be made by either WICHE or the coordinator at the USC; and

2) that the selection process presently being used seems to sufficiently insure quality. This is demonstrated by Tables 10 and 11 where both the interns and agencies all felt that the intern was qualified to carry out the task assigned.

There are, however, a couple of problems which should be considered. One is the desire on the part of supervisors to increase their participation in the selection of an intern to assure quality in the future. The second is that there may be too much "in-breeding" between the Urban Studies graduate program at Portland State University and the coordination of the WICHE program by the Urban Studies Center.

As to the first of these problems, interviews revealed that interns had been chosen and sent as far as 150 miles away from their homes or colleges without a prior approval or consultation with the supervisor of the project. More than one supervisor has expressed an interest in being more involved in the selection of the intern. They want to assure themselves that all future interns would be of the same high standards as the interns who were presently working for them. This does not seem an unreasonable request from an agency which pays half of the intern's income and must also spend many hours acquainting the intern with the particulars of the organization and the project (if any previous work has been done).

The best way to resolve this problem would be to schedule a meeting with the intern and supervisor under the guidance of the program coordinator or his representative. This meeting would have as its primary goal the introduction of intern and supervisor. A secondary goal would be the exploration of their concept of the content of the study. Finally, there would be an examination of the relationship of intern to organization, supervisor to intern, and the administrative procedures of the WICHE program.

The director of the program could then discuss, in a private meeting with intern or supervisor, his view of the particular program and whether or not it is acceptable.

The second problem, a possible overemphasis on Urban Studies students by the Urban Studies Center is not as easy to resolve.

Both the 1971 coordinator of the WICHE program and the Acting Head of the Urban Studies Ph.D. program at Portland State University indicated that the WICHE internships would be used to finance Urban Studies graduate students for the summer. While I would agree that the Urban Studies graduate students are well qualified to carry out the projects that have been assigned to them, I cannot agree that they ought to be given special consideration in the selection process. They ought to be subject to the same competition for positions as any other student who applies for an internship.

In order to be fair, let me say that I have talked to the coordinator of the 1970 program, who will also direct the program for the coming year, and he assured me that he did not follow the practice of giving special consideration to Urban Studies graduate students in 1970 and that he does not intend to do so in the future. The fact that he did not give special consideration in 1970 is demonstrated by the persons who received internships and who did not. Unlike 1971, in 1970 some Urban Studies graduate students who applied for internships did not receive them.

While I do not see any way of assuring a non-biased selection process, it is perhaps enough to say that this problem has a tendency to develop, and that directors, therefore, must be on guard against it. This is especially true because the coordinator of the program in 1970, 1971 and the coming year is a part-time staff member of the Urban Studies Department.

THE ADMINISTRATIVE PROCESS

We have so far responded to some of the recruitment and selection problems, but must also ask if the program really functions as it is set out in the guidelines in the WICHE Handbook for Resources Development Internships. If not, should it function that way in all cases?

The following are the problems which must be solved through changes in the administrative process:

1) Some agencies and interns are not aware of the existence of a project committee.

2) Some agencies believe that the internship is a staff position and interns may, therefore, be asked to work on agency endeavors not related to the project.

3) Even interns who are aware that there is a project committee may not know any of the members of that committee.

4) Even if the intern knows by name one or more members of the committee (other than the chairman), he does not use his committee to any great extent.

5) Some interns are aware of the committee and know the members of the committee, but view the committee approach as a hindrance to the completion of the project.

6) Projects are sometimes completely changed during an internship.

7) The coordinator's position for 1971 was funded by the Summer Session which required that the interns enroll and pay Summer Session fees to gain academic credit.

8) Travel pay is not reimbursed to the student until the end of the summer.

Many of these problems were generated by not following the instructions in The Handbook. More specifically, I refer to Instruction #3 on page 5 under "The Responsibilities of WICHE." This section reads: "WICHE will arrange orientation and seminar programs for interns and project committee members." (underscoring provided by this author)

When we look at Tables 13, 14, 15 we begin to see how severely the orientation process was overlooked in 1971. In 1970 there was only one student who had not received orientation. In 1971, out of a greater number of interns, there was only one who had received orientation. This trend is also reflected in the Table 15 data for organizations. While this information is not broken down by year, all of the agencies which were interviewed were in the 1971 internship program. Here again there was only one agency which had received orientation, and this orientation took place in 1970, not 1971, because this agency was in the program both years.

Did the 1970 student or intern understand the critical parts of the program to any greater extent than did the student of 1971 who had not received any orientation? For the answer to this question we must look at Tables 16 and 17.

In Table 16 we clearly see that about the same percentage of students (37.5% in 1970; 30% in 1971) failed to understand that the program was project oriented. This concept is stated in The Handbook on page 3 under "How Intern Projects Are Defined." Here we see that:

> "Unlike many internship programs, WICHE's Resources Development Internship Program is "project-oriented." The program is designed so that interns are not placed in positions where they will be expected to perform

> "routine filing or other office clerical duties. Instead, each intern is assigned a specific project which he is expected to complete within the twelve week internship period."

The meaning of this statement seems quite explicit. The program is project, not staff oriented.

When students were asked why they thought of their internship in terms of serving a staff function, they invariably told the interviewer that the agency expected it of them. This position was verified by the interviewer while talking with the supervisor of the intern. Two supervisors stated that they would not be willing to supervise an intern who was not to be considered as part of the staff. Both of these supervisors felt that such an internship would hurt the morale of the other employees and also would not give him enough control over the intern to assure a quality product. Additionally, these supervisors indicated that they would use the intern in capacities not consistent with the project proposal if the intern had available time.

The only way in which this problem can be solved is through an extensive orientation of all prospective agency supervisors. If a supervisor cannot accept the notion that the program is strictly project oriented, the agency proposal must not be filled, and another project proposal chosen to take its place.

Table 17 presents a contradiction that seems to be beyond understanding. The 1971 interns were aware of the project committee to a greater extent than were the 1970 interns (1970 - 37.5%; 1971 - 75%). It must be that the orientation of 1970 did not stress this important resource available to the intern. This is almost unforgivable. While it is not the intention of this author to lock all internships into a specific methodology of interrelationships among the various functionaries of any particular project proposal (i.e., director, intern, supervisor and committee), it seems to me that the intern ought to be aware of the possible sources of direction and resources available to him, and that it is the function of the USC through the orientation program to provide the student with this information.

From Tables 18 and 19 we see that even if the student is aware of the project committee, he does not know the members of that committee (Table 18), and even if he does know the members, he does not use this committee extensively (Tables 19, 20, 21). Only 15% of the interns contacted the committee more than four times during the course of their internship.

There is one way in which this process can be rectified. The orientation process should explicitly direct itself, at least partially, to the project committee and its functions. Supervisors ought to be instructed to introduce the intern to the committee so that "at the initiation of each intern assignment, the project committee will ... review project

objectives, committee responsibilities, and intern expectations" (p. 11, The Handbook) with the intern.

It is at this meeting with the committee that questions about how often the intern should meet with the committee, what the relationship of the intern is to that committee, and the extent to which the intern may use the committee as a resource base ought to be answered. It shall be left to the intern and the committee to come to a resolution of these relationships through a bargaining process. This is necessary because different people respond to situations differently. While some students thought that the extensive use of the committee process did (or would have) hindered the completion of the project, others felt that the lack of leadership in projects that were conducted without active committee participation resulted in delay in completion. It would, therefore, be in the best interests of the intern and the project completion to allow each intern to specify his feelings about the degree of leadership that is necessary for the completion of the task.

We have now discussed the first five problems in the administrative process. The solution to these problems seems to lie in terms of 1) orientation of agency and intern by the USC, and 2) an initial meeting of intern and committee.

Tables 22 and 23 point out the problem of project change. In most cases the initial program proposal was too ambitious and, therefore, the scope of the project had to be limited. During the course of the internship this is, of course, not a serious problem.

There are, however, two cases which were more serious. These involved changing the total concept and direction of the proposal. In one case the student accepted an internship to derive from empirical data indexes of welfare levels for counties within Oregon. Because priorities within the hiring agency changed, the student was asked instead to work on a methodology to predict (estimate) tax revenues for the State. This change occurred after the intern had worked on the first proposal for two weeks.

While it is not my contention that program proposals ought not to change, it is necessary to emphasize that any change which is as broad as the one noted above requires that the USC be consulted before such a change is made. This did not occur in the case mentioned. The student, because he had not received orientation and therefore did not know what his rights and responsibilities to the organization were, was left on his own to deal with this change. While in this case the student was capable of completing this new task, it is possible to imagine circumstances in which the results of agencies making changes in programs without consulting the USC may not be as successful.

It is obvious from the above and from various other problems which were related to the interviewer during discussions with interns that the students do not always look to the coordinator of the program when they

encounter problems. More than one student told me that his project would have been much easier to research if he had been able to contact a professor or professional who worked in the area of concern. Some of these students were asked why they did not contact the coordinator of the program to help them make the necessary contacts. In most cases this idea had never occurred to the intern. One 1971 intern told me, "Hell, I didn't even know that you people (he considered me part of the USC) knew that I was here."

For this reason, I believe that it is necessary to provide a WICHE intern field representative who will contact the student in the field to ask him about the problems which he is encountering. Any problem which arises and which can be solved by the representative will be handled by him. All other problems will be brought to the attention of the coordinator so that he may take any action which he feels is necessary.

I have been told by the coordinator of the 1970 and 1972 program that the coordinator of the program was paid during the summer of 1971 from revenue raised from having students pay to acquire college or university credit while working as an intern. While I would agree that any student ought to have the opportunity to receive credit for participating in and completing a WICHE internship project, not all students want or can afford college credit for participating in the program. We must realize that many students use the internship program as their sole means of support during the summer. While the payment for working in the program is sufficient to meet essential needs, there is very little excess for such frills as additional college credits. Many students thought that it was not right to expect the interns to pay for the administration of the program when they did not have enough money on which to live. The problem of course, is complicated by the fact that many of the interns are asked to move into unfamiliar surroundings and set up independent housekeeping for the first time in their lives.

It is equally unjust to ask the coordinator to solicit these funds. How can he expect to continue a good working relationship with the interns if he must also act as a collection agent and procurer of his own wage? Although the coordinator did not force this issue with the 1971 interns, it was nevertheless a compromising and conflicting relationship. This method of financing USC administrative costs will be discontinued in 1972.

In any case, under such a set-up either the program or the coordinator-to-intern relationship suffers. These are both undesirable results. Another method of paying the director ought to be found. The only alternative that seems to be available is to have WICHE pay for these costs out of its general fund. This would eliminate the problems already noted and would further assure the availability of funds to the USC.

The last problem to which I would like to address myself is the one of travel pay reimbursement. Interns, in many cases, have paid for all travel expenses involved in their internship out of their own pockets. They then have had to wait until the end of the summer, or until their project has been completed and accepted, for reimbursement of these funds. If we put ourselves in the position of the intern who is just barely making ends meet on the money he is earning, we can see that this method of travel pay reimbursement is working an unde hardship upon the intern. He may be able to carry these extra expenses for a short period (such as a month), but to ask him to carry them for three or four months out of his limited budget is really too much to expect.

For this reason I suggest that a way be found to have all travel expenditures reimbursed to the student at the end of the month in which it is incurred. One way in which this may be accomplished is to have the intern present a voucher to the USC which will then pay the student out of a travel expenditure fund which had been allocated to the Center by WICHE. The coordinator would then have the responsibility of evaluating the legitimacy of the claim and also of making certain that the student is not traveling excessively for the type of project in which he is engaged.

There is another reason why such a travel expenditure fund should be established. Some students said that they had traveled more extensively than was allowed by the internship, but that this travel had been necessary to complete the project. Other students, however, did not foresee even using half of the travel allowance. So while one student had to pay for travel without being reimbursed, another student had too great a travel allotment. These problems would also be solved by the travel fund. Each student could draw from this fund through the voucher system, according to the requirements of the internship.

CONCLUSION

While no attempt was made to determine the social merit of the program, comments by both intern and agency indicated that the program is worthwhile and ought to be continued.

Several problems within the areas of recruitment, selection and administration have been noted. These may be summarized as follows:

A. Recruitment
   1. The present process of information dissemination is not effective in making a significant number of students aware of the existence of the program
   2. Many agencies are unaware of the existence of an internship program

B. Selection
   1. Supervisors want a greater voice in the selection of the intern.
   2. There may be too much "inbreeding" between the Urban Studies graduate program at Portland State University and the WICHE program coordinated by USC.

C. Administration
   1. Some agencies and interns are not aware of the existence of a project committee.
   2. Some agencies believe that the internship is a staff position and interns may, therefore, be asked to work on agency endeavors not related to the project.
   3. Even interns who are aware that there is a project committee may not know any of the members of that committee.
   4. Even if the intern knows by name one or more members of the committee (other than the chairman), he does not use his committee to any great extent.
   5. Some interns are aware of the committee and know the members of the committee, but view the committee approach as a hindrance to the completion of the project.
   6. Projects are sometimes completely changed during an internship.
   7. The coordinator's position for 1971 was funded by the Summer Session which required that the interns enroll and pay Summer Session fees to gain academic credit.
   8. Travel pay is not reimbursed to the student until the end of the summer.

RECOMMENDATIONS

The major recommendations to deal with the problems set forth in the paper are:

A. To have USC hire an intern at least six months before the summer starts to help with the recruitment of interns and agencies.
B. For the USC to develop and adhere to an orientation session for both intern and agency.
C. To have the USC hire an intern during the summer to keep in touch with agency and intern. He would be the liaison between the program coordinator and the other parts of the program.
D. That interns be paid travel allowance at least once every month.
E. That the program coordinator be paid from WICHE's general fund.

APPENDIX

TABLE 1

How did you hear of the program?

	Responses			
	Teacher	Friend In Program	Friend Outside Program	Other
By Interview				
Students 1971		4	1	1 - Summer School catalog 1 - Wife read it in Vanguard* previous year 1 - Through organization which had had intern the previous year 1 - Bulletin board notice
Students 1970	1	2		1 - Vanguard*
By Mailing				
Students 1971	2			1 - Bulletin board notice
Students 1970	4			
Sub-total				
Students 1971	2	4	1	5
Students 1970	5	2		1
TOTAL	7	6	1	6

* Vanguard - Portland State University student newspaper

TABLE 2

Do your associates know of the Internship Program?

	Yes	No
By Interview		
Students 1971	1	8
Students 1970		4
By Mailing		
Students 1971		3
Students 1970	3	1
Sub-total		
Students 1971	1	11
Students 1970	3	5
TOTAL	4	16

TABLE 3

Is there any general method of communication in which you have seen notifications of the availability of WICHE Internships?

	Yes	No
By Interview		
Students 1971	3	7
Students 1970	1	2
By Mailing		
Students 1971	1	2
Students 1970	3	1
Sub-total		
Students 1971	4	9
Students 1970	4	3
TOTAL	8	12

TABLE 4

Why did you become an intern?

	Money	Original Research	Other
By Interview			Responses by both 1970 & 1971 interns:
Students 1971	5	3	
Students 1970	3	2	3 - Social benefit
By Mailing			3 - Publication
Students 1971			4 - Reinforcement of academic work
Students 1970	2	4	5 - Professional experience
Sub-total			
Students 1971	5	3	
Students 1970	5	6	
TOTAL	10	9	15

Organization Response

TABLE 5

How did you hear of the program?

	Other Agency	WICHE	USC	General Communique	Other
By Interview	6				
By Mailing	1		6	1	1 (Was intern)
TOTAL	7		6	1	1

TABLE 6

When you talk to a member of an organization who does not have an intern and you mention that an intern is working for you, does he know of the program?

	Yes	No	Don't know
By Interview		5	1
By Mailing	5	5	
TOTAL	5	10	1

TABLE 7

Does he seem to indicatethat he also would have liked to hire an intern?

	Yes	No	Don't know
By Interview	2		4
By Mailing	8		2
TOTAL	10		6

TABLE 8

Would you have made the study if the internship had not been available?

	Yes	No
By Interview		5
By Mailing	6	3
TOTAL	6	8

Note: The consistent answer was lack of resources for not doing the the study without the internship program

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TABLE 9

Why did you decide to hire a WICHE intern?

Response given in order of frequency:

a) Money
b) Student detachment
c) Establish university-business contact
d) Special academic skill of student

While the above responses were given, almost all answers give indication of the bargain that is being offered to them through this program.

TABLE 10

Do you think that you were academically qualified for your project?

	Yes	No
By Interview		
Students 1971	9	
Students 1970	4	
By Mailing		
Students 1971	3	
Students 1970	4	
Sub-total		
Students 1971	12	
Students 1970	8	
TOTAL	20	

TABLE 11

Do you think that the intern is qualified for his project (academically) or otherwise)?

	Yes	No
By Interview	6	
By Mailing	10	
TOTAL	16	

TABLE 12

When were you notified of your project specifically?

	Months before start of summer			
	0	1	2	3
By Interview				
Students 1971	2	7		1
Students 1970	1	1	1	
By Mailing				
Students 1971		2	1	
Students 1970		2	2	
Sub-total				
Students 1971	2	9	1	1
Students 1970	1	3	3	
TOTAL	3	12	4	1

TABLE 13

Were you given orientation into the WICHE Internship Program?

	Yes	No
By Interview		
Students 1971		9
Students 1970	4	
By Mailing		
Students 1971	1	2
Students 1970	3	1
Sub-total		
Students 1971	1	11
Students 1970	7	1
TOTAL	8	12

TABLE 14

If you received orientation, how did this take place?

	USC	Agency Chairman
By Interview		
Students 1971		
Students 1970	4	
By Mailing		
Students 1971	1	1
Students 1970	1	2
Sub-total		
Students 1971	1	1
Students 1970	5	2
TOTAL	6	3

TABLE 15

Did anyone ever give you an orientation into the WICHE Internship Program?

	Yes	No
By Interview	1	5
By Mailing	7	3
TOTAL	8	8

TABLE 16

How do you conceive of the WICHE Internship in terms of time required?

	8 - 5	Finish a project
By Interview		
Students 1971	3	6
Students 1970	2	2
By Mailing		
Students 1971	1	2
Students 1970	1	3
Sub-total		
Students 1971	4	8
Students 1970	3	5
TOTAL	7	13

TABLE 17

Are you aware that there is a project committee?

	Yes	No
By Interview		
Students 1971	6	3
Students 1970	2	2
By Mailing		
Students 1971	3	
Students 1970	1	3
Sub-total		
Students 1971	9	3
Students 1970	3	5
TOTAL	12	8

TABLE 18

How many members of the project committee have you met?

	0	1	2	3	All
By Interview					
Students 1971	3	2		1	3
Students 1970	3				1
By Mailing					
Students 1971			1	1	1
Students 1970	3				1
Sub-total					
Students 1971	3	2	1	2	4
Students 1970	6				2
TOTAL	9	2	1	2	6

NOTE: "0" here indicates students who were not aware that there was a project committee or who were aware of its existence but did not know the members of the committee.

TABLE 19

How many times have you formally communicated with each of the members of the committee (other than the chairman) on matters relating to the project?

	0	1 - 3	4+
By Interview			
Students 1971	4	4	1
Students 1970	3		1
By Mailing			
Students 1971		3	
Students 1970	3		1
Sub-total			
Students 1971	4	7	1
Students 1970	6		2
TOTAL	10	7	3

TABLE 20

Who gives you directions in your program?

	Yourself	Chairman	Committee	Other
By Interview				
Students 1971	4	5	3	
Students 1970	3	1	1	
By Mailing				
Students 1971	1	3		
Students 1970	2	4		
Sub-total				
Students 1971	5	8	3	
Students 1970	5	5	1	
TOTAL	10	13	4	

Note: Two responses were sometimes given.

- -

TABLE 21

When you encounter a problem with respect to a specific within the project, who aids you to solve that problem?

	Yourself	Chairman	Committee	Other Org. Members	Other
By Interview					
Students 1971	5	4		1	1[a]
Students 1970		1		1	1[a]
					1[b]
By Mailing					
Students 1971	1	3			
Students 1970	4	2		3	
Sub-total					
Students 1971	6	7		1	1
Students 1970	4	3		4	2
TOTAL	10	10		5	3

[a] Community member most knowledgeable
[b] Program Director, Urban Studies

TABLE 22

Was your project changed during your internship?

	Yes	No
By Interview		
Students 1971	4	5
Students 1970	2	2
By Mailing		
Students 1971		3
Students 1970	4	
Sub-total		
Students 1971	4	8
Students 1970	6	2
TOTAL	10	10

TABLE 23

If project was changed, why?

	Scope too broad	Circumstances Changed	Other
By Interview			
Students 1971	2	2	
Students 1970	1		1 - Additions made to project
By Mailing			
Students 1971			
Students 1970	3		1 - Additions made to project
Sub-total			
Students 1971	2	2	
Students 1970	4		2
TOTAL	6	2	2

The preceeding intern report was completed by the following intern:

Name: Rudiger Goebel

Present Address:

715 Taylor Street
Oregon City, Oregon

Permanent Address:

same as above

Immediately prior to this internship, the intern was a student at:

College: Portland State University

Major Field: Economics

Year in School: Ph.D Candidate

The preceeding intern report was read and approved by:

Name: Sumner Sharpe

Title: Director

Address: Urban Studies Center
Portland State University
Portland, Oregon

If you have further comments about this intern report, please write or phone:

Bob Hullinghorst, Director
Resources Development Internship Program
Western Interstate Commission for Higher Education
P.O. Drawer "P"
Boulder, Colorado 80302

Phone: 303--449-3333

THE RESOURCES DEVELOPMENT INTERNSHIP PROGRAM

The preceding report was completed by a WICHE intern during the summer of 1971. This intern's project was part of the Resources Development Internship Program administered by the Western Interstate Commission for Higher Education (WICHE).

The purpose of the internship program is to bring organizations involved in community change and economic development together with institutions of higher education and their students in the West for the benefit of all.

For community and economic development organizations, the intern program provides the problem-solving talents of student manpower while making the resources of universities and colleges more available. For institutions of higher education, the program provides relevant field education for their students while building their capacity for problem-solving.

WICHE is an organization in the West uniquely suited for sponsoring such a program. It is an interstate agency formed by the thirteen western states for the specific purpose of relating the resources of higher education to the needs of western citizens. WICHE has been concerned with the community and economic health of the West for some time, since it bears directly on the well-being of western peoples and the future of higher education in the West. WICHE feels that the internship program is one method for meeting its obligations within the thirteen western states. In its efforts to achieve these objectives, WICHE appreciates having received the generous support and assistance of Dr. Roger Prior, Office of Economic Research, Economic Development Administration and of innumerable local leaders and community organizations, including the agency that sponsored this intern project.

For further information write Bob Hullinghorst, Director, Resources Development Internship Program, W.I.C.H.E., Drawer "P", Boulder, Colorado, 80302.

DEPOSITORY LIBRARIES

Copies of many intern reports printed by WICHE may be obtained on loan directly from WICHE or through one of the following depository libraries:

University of Alaska Library
College, Alaska 99735

University of Arizona Library
Tucson, Arizona 85721

University of California Library
Berkeley, California 94720

University of California Library
Los Angeles, California 90024

Norlin Library
University of Colorado
Boulder, Colorado 80302

Gregg M. Sinclair Library
University of Hawaii
Honolulu, Hawaii 96822

University of Idaho Library
Moscow, Idaho 83843

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Missoula, Montana 59801

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Reno, Nevada 89507

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Salt Lake City, Utah 84112

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Seattle, Washington 98105

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Laramie, Wyoming 82070